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ABSTRACT

This document reports the results of a survey of 1,284 K-12 teachers who were asked what kinds of support they needed for teaching law related and citizenship education. The survey results illustrate that the need to devise a clear definition of law related education has never been more critical. Other needs identified by the teachers included specialized training and better access to materials and resources. The needs, and some suggested strategies to help meet these needs, are summarized in this report. Law related and citizenship education varies widely from school to school, district to district, and state to state. Some programs are just starting up. Others that have been operating for years recently have been scaled back. Despite the various degrees of institutionalization, the impact of this type of education on students is remarkably consistent and positive: students became more interested in their studies, cared more about important legal and ethical issues, and learned to think for themselves. This document includes 6 sections and a summary. The sections include: (1) methodology; (2) summary of survey responses; (3) basis for determining impact on students; (4) basis for administrative support; (5) needs; and (6) implications for institutionalization. Five appendices contain: (1) survey form for teachers; (2) summary of responses to national teachers' survey; (3) survey form for administrators; (4) summary of administrators' responses; and (5) state contact list. (DK)

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Teachers speak out on law-related education.

CRADLE Summary Report on
SPICE IV National Teachers' Survey

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Summary Report on the SPICE IV National Teachers' Survey

Edited by
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Foreword

This is the voice of the front line -- the classroom teacher. What teachers think about the status of law-related education and the prospects for its future. What they see as the primary inhibitors of the "institutionalization" of law-related or citizenship education. What they know, or believe, will help teachers who wish to teach, or teach more, in this field. What they need to do the job right,... and what they don't need.

The mission of the Center for Research and Development in Law-Related Education is to support and challenge teachers who prepare children to be effective citizens. It would be presumptuous of CRADLE to embark on such a mission without knowing what teachers think about the kinds of support they need, so CRADLE asked them.

The insights of the 1284 kindergarten through twelfth-grade teachers who responded to this survey may surprise the reader. This is much more than just a collection of gripes and grimaces, although some frustrations clearly register. Yes, they need more money. Who in education doesn't? There are other needs, however -- needs peculiar to the field of law-related or "citizenship" education.

These survey results illustrate that the age-old need to devise a clear definition of "law-related education" has never been more critical. The introduction to the survey defined LRE as "teaching students about practical and conceptual aspects of the law" in a variety of settings -- from separate courses to lessons integrated in "regular" courses such as Civics or History, even just special activities. Despite this broad umbrella, some respondents were not sure whether what they were teaching qualified as "LRE." Several teachers did not realize that LRE includes Constitutional Law, for example.

American Government, American History, Constitutional Law, Civics, World Politics, Current Events, all seem to fall within its purview. How about logic,

debate, literary and symbolic interpretation, environmental studies, family responsibility, economics, persuasive writing, ethics, critical thinking, and psychology? Is citizenship a subset of law-related education, or is it the other way around? Until we know what it is, it will never have a recognizable identity in the general education community. If we cannot agree on what it is, how will we know when it is "institutionalized"?

Other needs identified by these teachers include specialized training and better access to materials and other resources. The needs, and some suggested strategies to help meet these needs, are summarized within this report.

This project had several components: an initial survey of school administrators, a pilot survey of teachers, the actual survey of teachers (in the Spring of 1989), follow-up telephone interviews to probe deeper into some of the questions asked in the survey, a week-long institute in the Summer of 1989, subsequent group evaluations with representatives from each state, and this report.

As the project progressed, one fact became abundantly clear: law-related/citizenship education varies widely from school to school, district to district, and state to state. The LRE picture is also changing rapidly. Some programs are just starting up, and others that have been operating for years have recently been scaled back. These are not exactly revelations. What *is* revealing is that despite the various degrees of institutionalization, the impact of this type of education on the student is remarkably consistent and positive: students become more interested in their studies, care more about important legal and ethical issues, and learn to think for themselves.

Perhaps that is how LRE should be defined -- in terms of its intended results: a society full of well-informed and concerned people who know how to make rational choices and are willing and able to communicate their concerns peacefully and effectively.

Acknowledgments

The trustees of the Center for Research and Development in Law-Related Education have many dedicated people to thank for the success of this effort:

- those who served as regional coordinators and state team members (the core of the CRADLE nationwide network);
- Grant Johnson of the Center for Action Research at the University of Colorado, Boulder. Not only did he serve as the research consultant for the survey instrument and the probe interviews -- he interpreted the data and wrote most of the "Implications" and "Summary" sections;
- Glen-Peter Ahlers, former Head of Public Services for Wake Forest University Law Library, who developed the computer program used in tallying the survey results, and Sondra Ahlers, who keyed in the survey responses;
- staff members Peter Strickland and Gerri Mitchell, who helped in more ways than can be acknowledged in the short space allowed here; and
- John Cheska, Executive Director of CRADLE during the time the surveys and institutes were conducted.

The guidance of CRADLE's founder, Julie Van Camp, was instrumental throughout the project, but indispensable during the development of this report.

We hope you find the information in this report useful, and we invite your comments.

Julia Hardin
Executive Director

SPICE IV STATE TEAM MEMBERS

Note: These are the institute participants.
This is *not* a list of survey respondents.

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Eileen Wolfson
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I. Methodology

To organize this massive effort, CRADLE mobilized its nationwide network of teachers. In the CRADLE network, all 50 states and the District of Columbia are divided into ten regions. Each region has a coordinator, and each state has a team of teachers. Approximately 160 education professionals thus became the communication cornerstones of this study.

A survey was devised for both administrators and teachers. First, the administrators' survey was mailed to a randomly selected group of administrators. A total of 550 administrators responded. (A summary of the responses appears in Appendix D.)

The teachers' survey was field-tested and then reviewed by the regional coordinators at a meeting in January of 1989. In March of 1989, a redrafted survey was given to state teams for distribution to at least 40 teachers in each state. Survey recipients were nominated by a "probability" sample of school principals designed to identify teachers who were already involved in LRE in some fashion. The survey and the summary of responses from the 1284 teachers who returned the written surveys appear in Appendices A and B.

The Regional Coordinators, working with the CRADLE staff, also developed a follow-up telephone interview to gain insight into some of the answers received from the written survey. State team members then telephoned more than 300 respondents using the follow-up questions, spending approximately 20 to 30 minutes with each respondent.

Numbers of Teachers Polled in Follow-Up Telephone Probe Interviews:

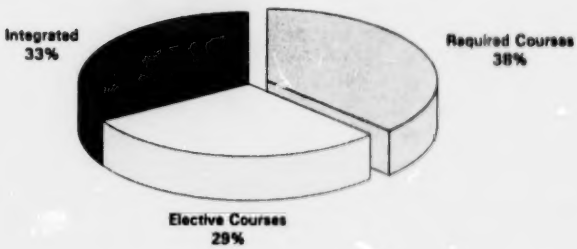
Region	#Teachers Interviewed
1	24
2	18
3	27
4	40
5	43
6	40
7	44
8	15
9	15
10	17
Total	283

In August of 1989, the state teams and regional coordinators met for a seven-day institute at Wake Forest University to review the survey and probe results and to develop strategies to institutionalize law-related and citizenship education at the local, district, and state levels. Their observations and recommendations appear in Section VI, Implications for Institutionalization.

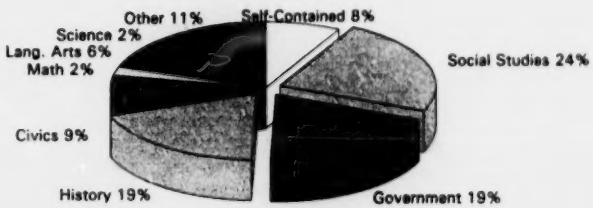
II. Brief Summary of Responses
Note: Actual response numbers appear in Appendix B

Where is LRE in the curriculum?
The respondents were fairly evenly divided between those who taught LRE in a required course, those who taught it in an elective course, and those who integrated LRE in other courses. Several teachers did some of each.

HOW LRE IS IMPLEMENTED



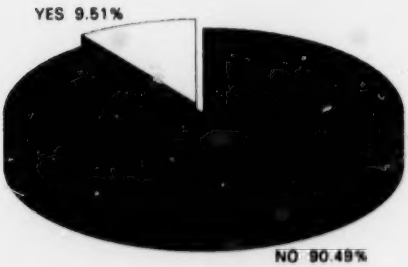
COURSES WITH LRE



Few had the luxury of teaching LRE in a self-contained course (less than 12%), despite the fact that over 90% stated that LRE was not a duplication of some course already offered. Most were either

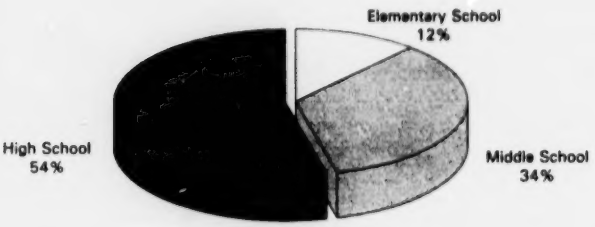
teaching LRE in a social studies, history, or government class. A significant number were teaching LRE in a language arts or other "non-social studies" class.

IS LRE A DUPLICATION OF SOME OTHER COURSE ALREADY OFFERED?



Who are these teachers?
Over half are high school teachers (grades 9-12), a third are middle school teachers (grades 5-8), and the remainder (almost 12%) teach primary grades (K-4).

GRADE LEVELS TAUGHT BY RESPONDENTS

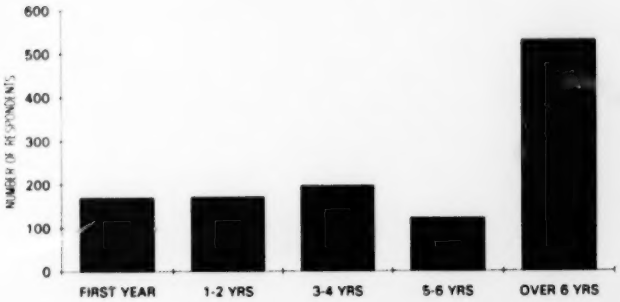


Every state was represented in the survey responses -- see the map on the following page.

GEOGRAPHIC DISTRIBUTION OF RESPONDENTS TO NATIONAL TEACHERS' SURVEY
(TOTAL RESPONSES = 1284)

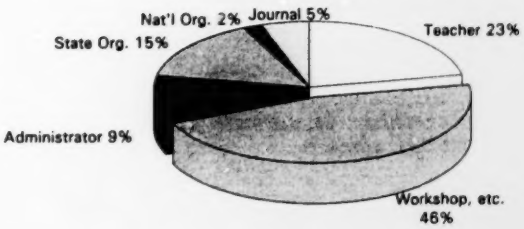
Almost half of these teachers had at least five years' experience teaching LRE. Most had attended more than three days of specialized training in LRE, but almost one-fourth had received no such training.

EXPERIENCE TEACHING LRE

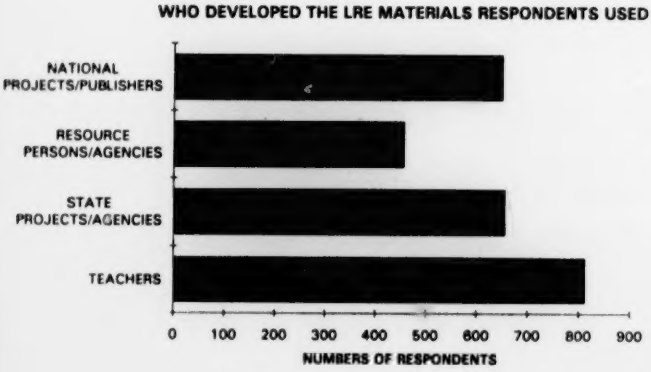


Most of them learned about LRE from attending a workshop, institute, or conference, or from another teacher. Perhaps not surprising in these days of limited time and unlimited stress, a large percentage of these teachers were not interested in serving as a consultant or trainer. On the other hand, most had already attended or wished to attend district seminars and were interested in developing materials.

HOW RESPONDENTS LEARNED ABOUT LRE

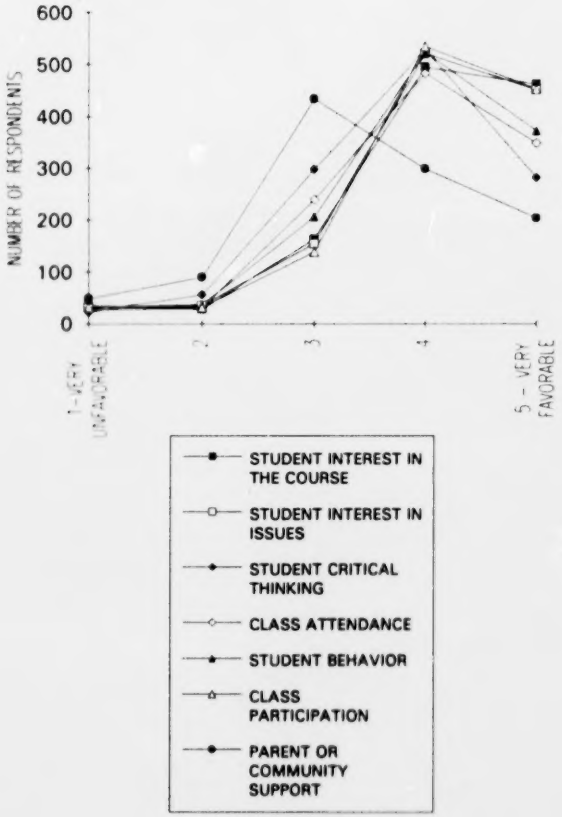


Two-thirds were using materials developed by other teachers, and over one-half were using materials developed by state projects or educational agencies and national projects or publishers.



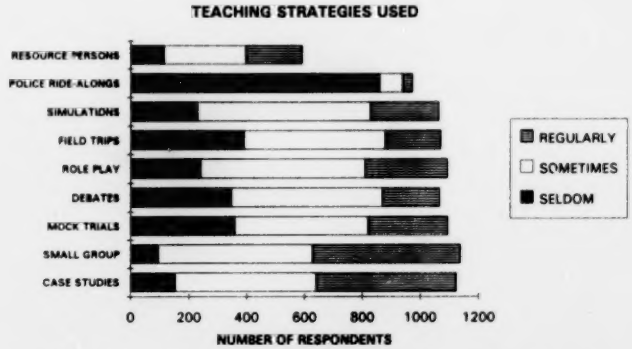
What does LRE do for the student?
The most favorable effects of LRE on the respondents' students were seen in class participation, interest in the course, and interest in social or legal issues. They also observed a favorable impact on student behavior, class attendance, and students' critical thinking skills.

IMPACT OF LRE IN THE CLASSROOM



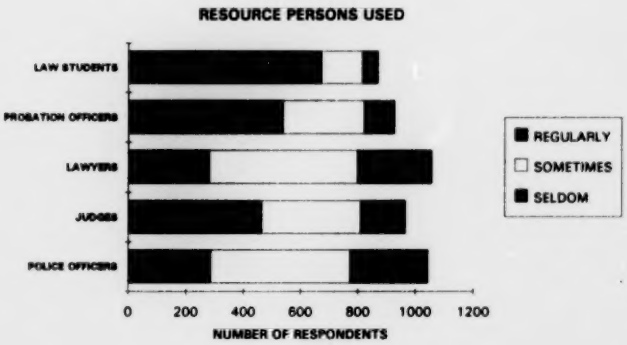
The impact on parent and community support was significantly less favorable, with most respondents rating the impact as neutral.

What teaching strategies are used in LRE?
The most regularly used techniques were case studies and small group activities. Role play, mock trials, and simulations were next, followed closely by debates and field trips. The technique employed least often was the police ride-along.



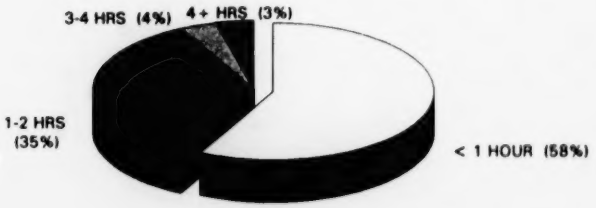
Beyond these comparisons, the most revealing factor here is that virtually all of these techniques were used at sometime by over 75% of these LRE teachers.

What resource persons are used?
The most frequently used resource persons were police officers, lawyers, and judges. Law students and probation officers were used less frequently.



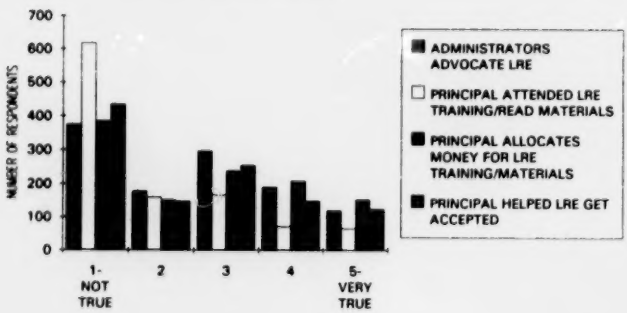
Of those who used resource persons, well over half spent less than one hour preparing those resource persons.

PREPARATION TIME WITH RESOURCE PERSONS

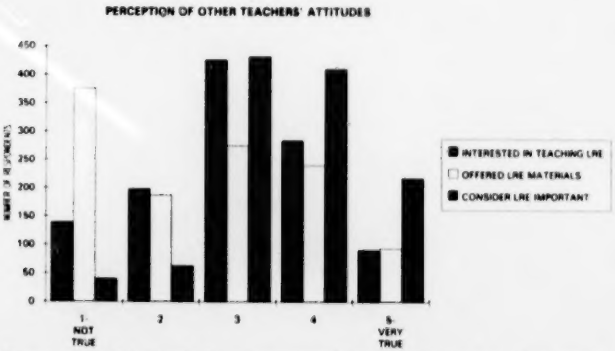


Administrative support?
More often than not, these respondents' principals and assistant principals were not advocates for LRE. Very few of their principals and assistant principals had ever attended LRE training or read LRE materials. Not surprisingly, those principals and assistant principals generally did not allocate much money for LRE materials or training, nor had they helped get LRE accepted into the curriculum.

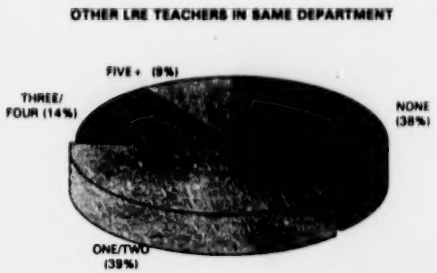
ADMINISTRATORS AND LRE

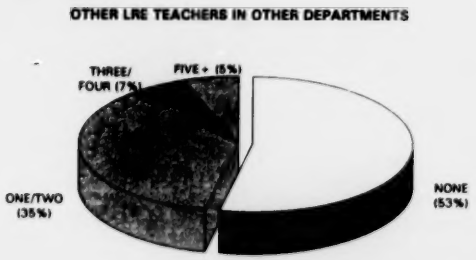


Peer support?
Most respondents were unsure about whether or not other teachers in their schools were interested in teaching LRE or whether or not other teachers felt that teaching LRE is important.



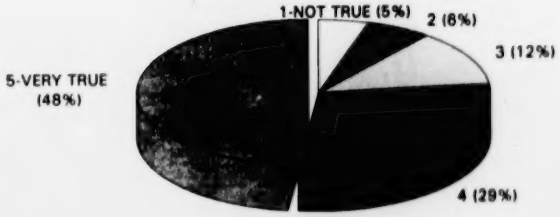
Over one-third of the surveyed teachers were the only teachers of LRE in their schools. A very small percentage had three or more colleagues with whom they could share ideas and techniques. *Note: these percentages may have been affected by the respondents' confusion surrounding the definition of "LRE."*





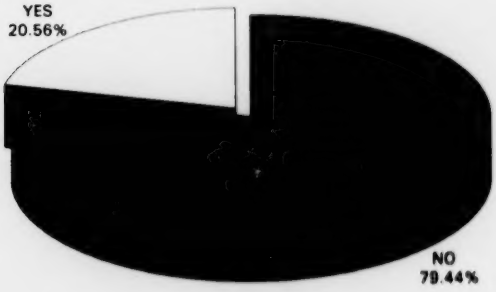
By a great margin, most respondents felt that they were pretty much on their own when preparing to teach LRE.

WHEN PREPARING TO TEACH LRE, I'M PRETTY MUCH ON MY OWN



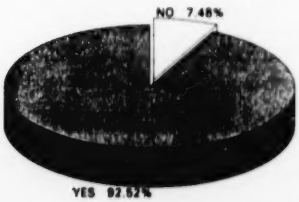
Research? What research?
Almost 80% of the respondents were not aware of research findings regarding LRE.

AWARE OF RESEARCH FINDINGS REGARDING LRE?

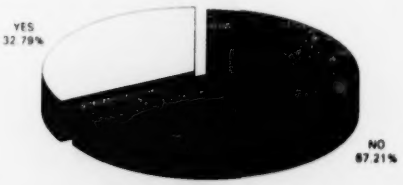


Lessons, please!
Over 93% of these teachers wanted access to lesson plans developed by other LRE teachers. However, only one-third of those surveyed had already developed an LRE lesson that they could share with other teachers.

DESIRE ACCESS TO LRE LESSON PLANS

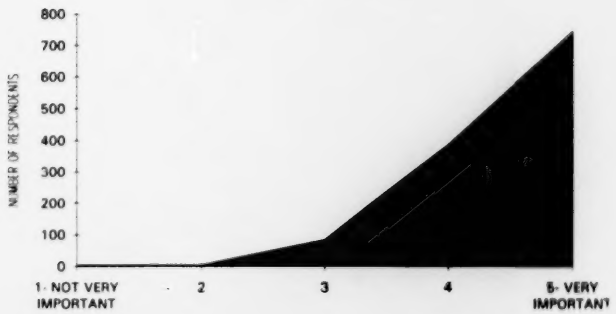


POSSESS A SELF-DEVELOPED LESSON PLAN TO SHARE

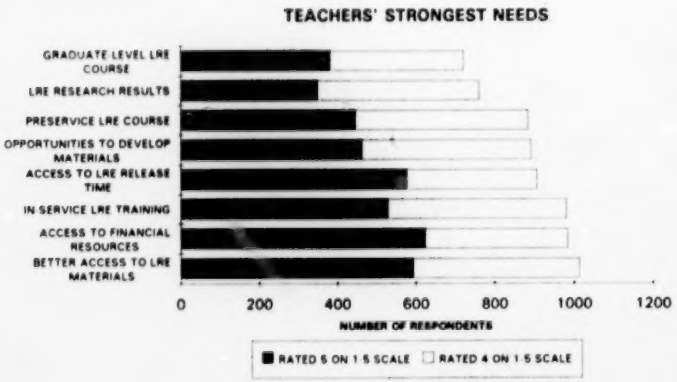


Is LRE important?
Even though respondents were not confident of their colleagues' attitude towards the importance of LRE, there was no doubt in their minds about the importance of what they were teaching. A full 58% stated that LRE is very important; more than 30% rated it as a 4 on a 1-5 scale.

HOW IMPORTANT IS LRE?



What do LRE teachers need?
The greatest needs for LRE teachers, according to the survey respondents, are improved access to LRE materials, financial resources, release time, and in-service training. The opportunity to develop materials and preservice instruction in LRE were also seen as strong needs. Less strong, but still "needs" in the opinions of over half of the respondents, are LRE research results and graduate-level courses.



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III. Basis for Determining Impact On Students

In follow-up telephone interviews, respondents were asked, "What is the basis for your rating of impact?" Virtually every teacher used his or her own perception of what happened in class as a basis for this determination. Other popular factors included feedback from parents, students, and former students, comparisons with non-LRE classes, classroom involvement by volunteers in the community, improved behavior and student attitudes, and students' critical thinking skills in debate, mock trials, and case studies.

Note that the questions did not relate directly to the teachers' techniques. For example, teachers who use resource persons in the classroom did not, in most cases, report that the willingness of those people to cooperate as evidence of impact. As a result, the reference to volunteers' willingness to cooperate bears no specific relationship to the frequency of their use as resource persons.

The responses were summarized only where they were reported as evidence of *favorable* impact. Responses indicating negative feedback from parents, for example, were not counted in the tables, although specific comments were recorded for subjective evaluation.

All frequencies represent numbers of teachers, not numbers of students. If a teacher reported that four former students were impacted positively, that was counted as a single response in that category.

Many of the teachers who were interviewed gave lengthy explanations of why LRE *should* have a favorable impact, the most frequent theme being that LRE is relevant, practical, and immediately applicable to students' lives. A second popular theme was that LRE offers students a respite from standard textbook fare with such activities as mock trials, case studies, simulations, role-plays, and debates. Although these arguments appear to be valid, they were not counted as *evidence* of impact for this study.

Basis for Determining Impact

Virtually All
Teacher's own observations and impressions of time spent on tasks, student participation and enthusiasm, etc.

60
Feedback received from parents (e.g., reports of good law-related discussions over dinner)

47
Comparison with past or present LRE classes or non-LRE days in the same class

46
Improved behavior and attitudes exhibited by students (including refusal skills)

46
Specific mention of students' display of critical thinking skills in debate, mock trials, and case studies

44
Feedback received from students and former students

43
Classroom involvement volunteered by persons in the community (including parents)

32
Specific mention that former low-achievers or troublesome students do well for the first time in LRE

28
Student demand for the class (e.g., students turned away from LRE elective)

20
Recognition by the larger community, including media coverage

13
School records, formal surveys of students, achievement test scores

8
Law-related career choices made by students after taking the course

7
Feedback received from other teachers (e.g., enthusiasm and interest carry over into other classes)

6
Special recognition and support by the school system

4
Active roles taken by students in the community (e.g., doing projects, surveys, petitions)

Specific comments:

Statewide testing showed that the only district offering LRE to Special Education students was also the only district in which Special Education students knew their rights and responsibilities.

18-year-old seniors exercise their right to cut classes only in other subjects, never in LRE.

Before LRE was included, the mid-term Civics failure rate was 50%. After LRE was added, the mid-term failure rate dropped to 20%.

The behavior of students got continually worse over the semester, probably because a practice teacher handled most of the LRE sessions (with the respondent acting as the observer).

There's a big impact on two or three kids per year due to LRE.

LRE brings out verbal skills of foreign students for whom English is a second language.

In the LRE class, students listen to and respect one another.

Students cut their other classes, but not LRE.

A previously non-participating female used research and logic to "obliterate two jocks" in a classroom debate.

Students like LRE so much that they can't believe it's Social Studies.

After taking LRE, students participate more in extracurricular events (like the model United Nations).

Poor students end up doing no better in LRE than in other classes. They like to participate in simulations, but fall down on written assignments. It all evens out.

Students displayed good critical thinking skills when they did a written evaluation of the teacher at the end of the year.

Cannot keep fifth-graders' attention, probably because the LRE material is too advanced for them.

LRE students freely choose to take on difficult topics for their research.

Graduating seniors show low motivation in other classes, but work hard in LRE.

It's hard to get elementary students to participate and stay with LRE.

Freshmen who don't usually like anything are interested in LRE.

Students are well-behaved due to teacher's management style, not because of LRE.

Elementary students only respond emotionally; they like to be titillated.

Good, rural kids are not used to thinking critically.

For the first time, students openly accept one another's opinions.

A formerly poor student felt so good about the recognition he received as a mock trial attorney that he started getting high grades in all his classes.

A local law firm gave the school a law library and provides an attorney three days a week.

Mixed ability LRE classes work because the advanced students do research while the learning disabled students give feedback.

Seventh-graders don't have the background for reasoning skills.

Parents and others in the community are too uninformed to offer useful support.

Students show interest in LRE, but no marked improvement otherwise.

Class behavior in LRE gets out of hand when all students try to respond at the same time.

Even though LRE is offered during lunch, there is 80% attendance.

Often overhear students discussing LRE with their friends after class.

Negative feedback was received from some elementary students' parents who say their kids are "too young to learn how the law works" or that "LRE stories cause anxiety."

Parents say they wish they could have taken a course like this one.

Community support is due in part to this being a high crime area; people regard LRE as a form of crime prevention.

Some LRE course content has been limited due to pressure from right-wing groups.

Team problem-solving in LRE generates positive peer influence.

Sixth-graders conducted their own court for two problem students.

Disciplinary referral rate from this class used to be 30 per quarter. After LRE was added, the rate dropped to 9 per quarter.

LRE is an optional after-school class; about 40% of those who start stay in the class for the whole school year. The self-selection results in an extremely high interest level among those who stay.

Response is good only when LRE relates to current issues.

Analytic aspects of LRE improve students' writing skills.

High ability students are the most interested. It's hard to integrate LRE where all abilities are represented in class.

A student caught cheating was put on trial by her peers.

Students were so interested in LRE that they did not even ask if their assignments would be graded.

Students feel needed by other students -- sometimes for the first time -- and they discipline each other.

Eighth-graders who cannot read or write do well orally in LRE.

Students who would not do it for other classes work extra hours for LRE.

LRE has made some elementary students less apprehensive about divorce and custody situations in their own families.

Problem-solving curriculum in LRE brought negative feedback from elementary students' parents after kids went home and told their parents how they should act.

Students cut other classes, but not LRE.

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IV. Basis for Administrative Support

Two kinds of questions were asked concerning administrative support of LRE. If the teacher considered administrative support strong in his or her school, the question was, "How did strong building administrator support come about?" If the administrative support was considered weak or non-existent, the teachers were asked what they thought would strengthen it.

It is interesting to compare the responses. The persuasive power of materials may be overestimated by teachers with unsupportive principals in view of the low value attached to that factor by those who already have supportive principals. It may also be that whatever materials currently exist do not sufficiently demonstrate the worth of LRE, thus teachers could not have given that factor any credit.

The most frequently cited factor in creating building administrator support was the persuasiveness of the teacher and the confidence in that teacher. Teachers who lack support clearly did not appreciate the significance of their own efforts as advocates of LRE.

Close behind as factors in building strong support were state or district expectations or mandates, LRE training, and input from other state or national organizations. These were also considered important by those who lack support.

The potential of mock trials to impress administrators may be underestimated, as well as the students' own response to the course as seen in enrollment numbers and observations of student reactions to LRE. Interestingly, who the administrator is -- his or her background and interests in social studies, civil rights, etc. -- was considered an important factor by those who had support. Although this factor was not mentioned by those who lacked support, their comments indicate that, in fact, they recognized this. Several teachers stated emphatically that support would not come until their administrators were replaced.

An infusion of funds was not cited as frequently by those who had support as it was by those who lacked support.

Had Strong Support	Lacked Strong Support	
21	6	Persuasion by the teacher; confidence in the teacher
15	14	State or district expectation or mandate
14	27	LRE training, seminar, conference, or institute
12	1	Student response: numbers enrolling in LRE, observations of student reactions to the course
11	6	Input from another state or national organization
10	1	Mock trials: competition or general enthusiasm
9	0	Background the administrator brought to the job (former social studies teacher, interest in civil rights, etc.)
5	1	Response from parents
4	12	Receipt of funds marked for LRE
4	1	Prominent membership of administrator in law-related board, committee, group ("cooptation")
3	22	Materials that demonstrate the worth of LRE

Three teachers stated that support was minimal, but they liked it that way: "Who needs it?" In two instances, the LRE teacher *was* the principal.

The same probe interview questions also dealt with support from other teachers in the building. By a huge margin, the preponderant reason given for existing support -- and cited as a favored tactic for generating such support -- was *in-service training for teachers*. Mentioned less frequently were materials, encouragement from the principal, teachers' being impressed with students' fascination for LRE, interdepartmental activities, and the extent to which teachers were learning how to integrate LRE into other subjects (e.g., bringing the game warden in to speak to a biology class).

As an obstacle to the support of their colleagues, several teachers also mentioned lack of time for teachers to spend on anything new -- especially if it is not a required subject.

Specific comments:

The principal is a part of the core LRE team.

Need to do an internal evaluation to demonstrate success to principal.

Need to give principal materials relating LRE to reductions in delinquency.

Need positive models of LRE so principal will see it as a low-risk venture; he refuses to take risks.

LRE is a "secret" at this school; I always teach it under the guise of something else.

Assistant principal is brought into LRE class to speak.

Show simplified LRE lessons to administrators.

Invite administrators to bar association inservice sessions and luncheons.

Send administrators examination copies of LRE texts.

Invite administrators to LRE classes so they can see what goes on.

Publicize LRE more.

Principal had a negative experience with a mock trial, so now is not supportive.

The county controls curriculum decisions; principal has little say.

The principal saw LRE as a way to comply with a federal court order to attract non-minorities to the school.

Put community and political pressure on the principal to support LRE (teachers are now supportive; principal is not).

Principal is so supportive he even runs errands to help.

Principal soured on LRE after getting negative feedback from parents following a drug presentation by the chief of police.

Principal became sold on LRE after observing the class.

Try to keep administrators from being threatened by LRE.

Only way to get support is to replace the principal.

Principal became supportive after observing LRE classes.

Principal is invited to speak to LRE classes.

Support by principal is high because of community involvement and support by lawyers.

Principal is a former LRE teacher and trainer.

State LRE Day is what turned the principal around.

Need pressure from school board, parents, and prominent citizens to get principal to reinstate the LRE course he dropped.

Principal would be supportive if he could be shown how LRE benefits students.

Evaluate the program and show results to administrators.

By-pass administrators; just get material directly to the teachers.

Although totally ignorant of LRE, the principal regards it as an example of teachers trying to do too much.

Principal is a former Math teacher who has little respect for Social Studies; would have to put LRE on a computer disk to get him to buy it.

Principal likes the critical thinking aspect of LRE.

Principal sees a need for LRE, especially with respect to drug problems.

The way to get support is to wait for the present principal to retire.

Don't count on administrators; just train teachers.

Administrative support is low, but nobody ever asked for it.

Make the principal a judge at a mock trial.

Need to show the district administrators how receptive students are to legal issues.

Principal likes the problem-solving aspect of LRE.

V. Needs

In the telephone interviews, teachers were asked to identify "particularly strong needs." Three (out of 283) could think of nothing they needed concerning LRE, stating that "things are wonderful here" or "I already have everything." Most of the others could single out from one to three particularly strong needs. Some were among the eight possibilities listed in the written survey (question #16), and some were not.

Since teachers were asked to select only "particularly strong" needs, a teacher's failure to mention a specific need does not necessarily mean that the item is unwanted or held in low regard. The omission merely indicates that the teacher either thought that it was not a need for that teacher at his or her school or that it was simply lower on the priority list than other needs.

Overwhelmingly, in-service training (and release time to attend) and lessons and materials provided by others were cited most often as particularly strong needs. More than one-third of the teachers interviewed placed these two needs above others.

Particularly Strong Needs for LRE

125
In-service training (and release time to attend)

100
Lessons and materials provided by others

33
Integration of LRE into other subjects; interdisciplinary concern for LRE and the teaching of LRE

24
Time to develop their own lessons and materials

22
Release time to meet with other LRE teachers, plan, visit LRE classes in other schools, research

17
Money for direct everyday use (e.g., field trips), not just to pay for other needs listed

14
Preservice training

13
Graduate-level credit courses for LRE teachers

9
District or state support for LRE (expressed as a need in and of itself and not just a means to meet other needs)

8
An easily-accessible LRE materials library

6
Research results to demonstrate the benefits of LRE

2
In-building administrator support (expressed as a need in and of itself and not just a means to meet other needs)

2
Community support for LRE

2
Direct intervention by outside organizations to promote LRE to administrators and staff

Specific comments:

Need money; get the school board to quit worrying so much about reading and math scores.

Need inservice on advanced topics, such as "law and ethics."

Make LRE a part of statewide curriculum.

Integrate LRE and drug education.

Need workshop on doing mock trials.

Have a workshop to persuade the district to offer series of one-day mini-workshops.

Need inservice on how to integrate LRE into other courses.

CRADLE should tell teachers what LRE is.

Need a comprehensive text.

Get the support of the principal.

Need released time "to relieve the stress of a self-created program."

Need a resource library at the state LRE center.

Bar associations should have luncheons for building administrators.

Shorten Modern History to make room for LRE.

Teachers should put pressure on county curriculum makers.

Cut ninth-grade Economics to make room for LRE.

Expand LRE from six to nine weeks.

Need a juvenile court video.

Change the current concept of LRE to something more practical and teachable.

Get the support of the principal.

Teachers should petition the legislature for more money.

Get more publicity for LRE; get the support of the principal.

Get the support of the principal and the district.

Especially need material on alcohol and drugs.

Need simulation materials. It takes too long to develop own.

The state should mandate LRE.

Eliminate LRE textbooks; just use mock trials, case studies, and projects.

Need simulation materials.

Need bar association hotline and computerized database (for materials).

Need more parental involvement.

Need audiovisual materials.

Need more graduate-level courses.

Need "younger" mock trials and better videos.

Need civil law materials.

Get a Social Studies advisor at the state level.

Get more publicity for LRE.

Just give me practical information and resource materials; tell me what's working for other teachers. Give me a policeman for 15 minutes and a lawyer for an hour, and I can fill in the rest.

Get district support and more awareness among teachers of the state clearinghouse.

Need release time in order to train others.

Need computerized LRE programs.

Need a self-contained LRE class.

Need preservice training because student teachers are terrified of LRE.

Need a required semester-long LRE course.

Need an LRE resource center, so that teachers can check out materials and teach LRE on their own.

Materials without training is a waste.

Need a grant so I can research the impact of LRE by following up on former students to see positive and negative results and effects on their career choices.

Need a self-contained LRE course.

Expand LRE from a one- to a two-semester course.

Teach LRE at every grade level.

Without materials, training is irrelevant.

Need local bar association support.

Need workshops for elementary teachers so that students will come to high school with a good civics foundation.

Need inservice programs to persuade teachers that LRE is basic, so that infusion can be constant.

Make LRE a full-year course.

Need networking.

Train staff on their own turf.

Need world law materials and case studies.

Need graduate course where teachers can develop materials.

Have a one-day teaser institute, followed by a Summer institute.

Persuade "old-timers" that LRE is a basic.

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VI. Implications for Institutionalization

The following needs appear to rate the highest priority:

Specialized LRE Training and Better Access to LRE Materials

Most teachers in every region named inservice training as one of their strongest needs (alongside "better access to LRE materials"). But the proportion of teachers who said this varied as much as 15 percentage points from one region to another.

The percentage of teachers who called training a strong need was *lowest* in the regions where the *smallest* proportion of LRE teachers had ever received specialized training (Regions 5, 6, and 9) and tended to be highest in regions where the greatest proportion of teachers already had such training (particularly Regions 2 and 3). In other words, the more training a region already had, the stronger the clamor for additional training -- and vice versa.

An obvious dilemma for a group offering LRE training is in choosing whether to go where educators are the most receptive or to work harder to sell the training in places where teachers are the least trained to start with. If the primary concern is advancing institutionalization of LRE, the latter choice may hold more promise than the former.

LRE As a Required Course

Many teachers told the probe interviewers that they enjoyed teaching LRE more than other subjects. A reason frequently offered was freedom -- their own and their students. "I can do it my own way." "My students enjoy getting away from straight text material." "Nobody tells me what to do in LRE." And from a few teachers: "Nobody knows what I do in here."

Yet the wish lists of these same teachers often invited greater structure and regimentation. Many who integrated a few days of LRE into another

subject looked forward to teaching it as a self-contained course. Those who already taught LRE as a self-contained elective hoped for the day when it would become a required course. And in schools where LRE is currently required for a quarter or semester, teachers tended to wish the requirement were for two quarters or two semesters.

Giving these teachers their way might cost them some of their freedom and, in the words of one, "the most fun I've ever had teaching." But making LRE a required course in more schools and specifying minimum curricular standards for the subject would make continuation of LRE less dependent on the enthusiasm of individual teachers -- thereby furthering its institutionalization.

Judging from teachers' comments in the probe interviews, suitable strategies for addressing this aspect of institutionalization will vary considerably from one state to another, and possibly among areas within a state. In some schools, the recommended first step in making LRE a required course was to "sell the principal" (or wait for a new one to come along).

Elsewhere, support from the school board was seen as paramount. In other parts of the country, teachers named their school district or county as the key. In still other places, teachers suggested that nothing short of a mandate from the state would cause their districts and/or principals to place high priority on law-related education.

Support for LRE from Administrators

Answers that teachers gave about administrator support in the mail survey determined which of two questions they would be asked in the probe interviews. Teachers who had reported high support (the "haves") in the survey were asked in the interviews how that support came about.

Those teachers who had reported weak support (the "have nots") were asked what they could think of that would strengthen it.

The bulk of responses from the "haves" can be distilled to seven factors credited with having produced existing high levels of support for LRE from building administrators. Only three of the seven strategies match those suggested by the "have nots" as ways of strengthening currently weak (or nonexistent) support.

Differences between the two sets of answers raise the question: Should work to advance the institutionalization of LRE focus more on what has worked or on what people believe ought to work?

The factor credited most frequently with bringing about strong administrator support for LRE was persuasion by the teacher. ("The principal has confidence in me, so he listens to what I say.") This factor ranked fifth among suggestions by the teachers who needed more support.

The number on the left indicates factors cited by the "haves" as advancing administrator support, in order of the frequency with which they were mentioned (the number on the right is the priority assigned that factor by the "have nots"):

"Haves"	Factors Cited	"Have Nots"
(1)	Persuasion by the teacher	(5)
(2)	State or district mandate or expectation regarding LRE	(3)
(3)	Administrators' attendance at an LRE seminar, etc.	(1)
(4)	Student demand for and reactions to the LRE course	N/A
(5)	Influence on administrators from outside organizations	(6)
(6)	Administrators' enthusiasm from mock trial competition	N/A
(7)	Background that administrator brought to the job	N/A
N/A	Giving administrators LRE materials to examine	(2)
N/A	Locating a source of funds earmarked for LRE	(4)

It is interesting to note that one of the factors cited by the "haves" as helpful is beyond the realm of any deliberate strategy to advance institutionalization -- the background that a building administrator brought to the job. The "haves" counted themselves fortunate to have principals who formerly taught LRE or social studies themselves, or who had been active in a civil rights effort.

Potential Local Allies for Institutionalization of LRE

One indicator of the level of institutionalization of LRE would be the level of protest that could be expected from the community if the course were suddenly discontinued. Responses from the LRE teachers indicate a strong potential for community support.

Seventy-two percent of the teachers reported using outside resource people in the classroom -- primarily police officers, lawyers, and judges. A frequent comment in the probe interviews was that these people valued highly their opportunity to come into the school. Besides adding depth and substance to an LRE class, regular use of these professionals could create a support base to help assure continuation of the course -- thereby advancing the institutionalization of LRE.

Parents can serve the same support function. When asked how they determined that LRE had a favorable impact on students, teachers cited feedback received from parents. This was cited more frequently than any other factor, with the exception of their own, firsthand observations in the classroom.

State Goals and Suggested Activities

The state teams who assembled during the Summer of 1989 suggested several goals related to the institutionalization of law-related education at the classroom, individual school, and district levels. The emphasis placed on each goal varied from state to state, depending upon the level of success given states had already achieved.

There was general agreement upon the following goals:

- to increase the interest and awareness of law-related education among the schools' entire constituency: parents, teachers, administrators, school board members, and community members.
- to integrate and infuse law-related education into the entire curriculum, K-12.
- to continue to support an LRE curriculum with in-service workshops, teacher training, materials, community resources, and a statewide network and resource center.
- to build financial support for the development of more LRE materials, resources, and activities.

Suggested Activities to Meet Key Goals

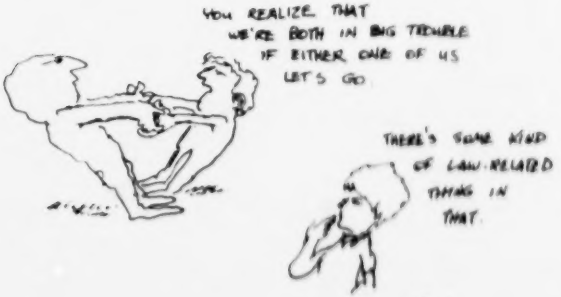
To increase awareness and support:

- Build a law-related education network with a statewide coordinator if there is not one already in place. The network would feature statewide in-service workshops, volunteer teachers to serve as mentors, newsletters, model curricula, statewide repositories for LRE materials, and participation in the national mock trial competition.
- Form a statewide advisory committee for LRE.
- Enlist the help of the state bar association.
- Hold a state-level LRE conference.
- Hold a statewide administrators' workshop.
- Develop/expand adult programs.
- Communicate with principals about LRE programs.
- Develop and/or increase circulation of a statewide newsletter.
- Have a presentation at the state social studies conference.

- Organize a team of teachers to work with school systems and teachers.
- Identify one teacher in each school district to serve as an LRE contact.
- Work with the local media, area legislators, local officials and bar association members, and the state Department of Education to keep LRE before the public.
- Obtain letters of support from legislators and school committees.
- Acquaint all educators with the national LRE projects.
- Present citizenship institutes that are open to the community.

To integrate/infuse LRE into the K-12 Curriculum:

- Develop a statewide LRE curriculum for K-12.
- Bring together a group of curriculum writers to develop a curriculum with LRE lesson plans and materials.
- Develop a state project for elementary schools.
- Develop more elementary school level LRE materials and other resources.
- Develop an LRE kit of "ready-to-use" lesson plans and materials.
- Implement or expand a statewide mock trial competition.



To provide training and materials to support an LRE curriculum:

- Develop a list of volunteers and resources for the entire state.
- Sponsor in-service workshops on issues of local interest.
- Work with colleges and universities to include LRE in the college curriculum for pre-service teachers.
- Establish a statewide repository for the dissemination of LRE materials and information about other states' activities.
- Hold training sessions for resource persons.

To fund LRE programs and activities:

- Sponsor workshops on grant writing.
- Work with the state Department of Education, bar associations, and the legislature to establish LRE mini-grants.
- Obtain permanent funding from Interest-On-Lawyers-Trust-Accounts (through the state bar foundations, primarily).
- Work to have funds appropriated at the state level.

For all four goals:

- Implement a state-to-state law-related education program.

Summary

This report has presented findings from teacher surveys and interviews concerning the existing level of institutionalization of LRE and efforts designed to further institutionalization. Some suggested guidelines for such efforts are the following:

- **Promote inservice training for LRE teachers and their administrators, devoting special attention to locations where previous specialized training has been relatively sparse (not necessarily the places where training is most requested).** Training can help advance institutionalization of LRE in addition to introducing new teachers to the subject and improving the quality of its teaching. More than 70 percent of teachers surveyed named this as a strong need. Many regard preservice training as essential to true institutionalization of LRE.

- **Improve teachers' access to LRE materials and other resources. Continue efforts (like that of CRADLE) to provide teacher access to LRE lessons through centralized repositories for materials.** Ninety-three percent of the teachers surveyed said they wanted access to lesson plans developed by other teachers. Easier access to materials is more than simply a convenience to teachers. It is a way to free up their time to promote institutionalization.

- **Work to get LRE installed as a required course, tailoring the strategies used to existing structures (and politics) in each state.** Where course titles are virtually set in concrete, consider the possibility of adding law-related content to the requirements for an existing course (e.g., Civics) without changing its name.

- **Increase support from building administrators by emphasizing strategies implied by factors reported to have worked in the past.** Six such factors (ranked according to the frequency with which they were mentioned) are:

1. Persuasion by an LRE teacher.
2. State or district mandate or expectation.
3. Administrators' attendance at an LRE event.
4. Notice taken by administrators of student demand for LRE and reactions to it.
5. Input from an outside organization.
6. Enthusiasm generated by a mock trial competition.

- **Recognize and cultivate the role that parents and other resource persons who are utilized in the classroom can play to assure that an LRE course continues as a permanent part of the curriculum.**

- **To add to the arsenals of those who wish to "sell" LRE to others, publicize research findings of the favorable effects of LRE.** Only one in five of the teachers surveyed were aware of any such findings. Teachers interviewed by CRADLE in 1989 agreed overwhelmingly that LRE improves students' classroom participation, interest in a course, and concern for social issues. And some of the teachers had collected data to prove that LRE improved students' school performance and behavior.

- **Circulate lists of national and state LRE organizations and publications directly to teachers (the ones most likely to read and use them).**

- **Through newsletters and personal contacts, work to get a shared understanding of exactly what it is that should be institutionalized.**

Probe interview responses suggested that some teachers had defined LRE too broadly -- after talking with an interviewer, they decided that what they were doing might not be LRE after all (contrary to what they had indicated in the mail survey).

Other teachers appeared to have defined LRE too narrowly -- like one who said, "My students are bored with LRE. They would rather be doing current events." A few others had never heard the term "law-related education," though their interviews confirmed that they had been teaching it (in one instance, for 20 years).

APPENDIX A: NATIONAL LAW-RELATED EDUCATION TEACHERS' SURVEY FORM

Name _____
School Name _____
School Address _____
City State Zip

Planning Period _____
Home Telephone _____
School Telephone _____ Number of Students ____
Grade Level You Teach ____
Grades In School K 1 2 3 4 5 6 7 8 9 10 11 12
Your Department _____ No. of Teachers in Dept. ____

As citizenship educators, we are committed to honoring rich cultural and ethnic diversity and that of our students. If you would like to tell us your ethnic and cultural background, please do so:

_____

Confidentiality: The information you give will be used only for research purposes. Your answers will be kept confidential and will not be shared with your superiors or colleagues. The results of this survey will be reported only as totals and averages. No names or school names will be reported.

Definition: Law-related education (LRE) generally involves teaching students about practical and conceptual aspects of the law. It may be offered as a separate course or unit, lessons integrated into related subject areas, or consist only of one or a few special events.

Purpose: This survey is designed to reach as many LRE teachers nationally as possible to determine what and how LRE is being taught and to understand the concerns, hopes, and opinions of LRE teachers regarding the subject area.

Directions: Please respond by marking X or circling the appropriate answers, or marking O if you do not know.

1. Identify the ways you are implementing LRE in classes that you teach.

Approach	Course Title(s)	Grade Level(s)	# of Periods Per Week
__Required course(s)	_____	_____	_____
__Elective course(s)	_____	_____	_____
__Integrated use in other course(s) or units		_____	_____

__Check here if self-contained class, or specify course(s):

__Social Studies	__Math	__Others,
__U.S. Government	__Lang. Arts/Reading	specify:
__U.S. History	__Science	_____
__Civics	__Phys. Ed.	_____
__Business Law	__Special Ed./SL	

2. About how many students have received 10 or more hours of LRE instruction from you in the past year?

__Under 20	__50-75	__100-125
__20-50	__75-100	__Over 125

3. How long have you taught LRE?

__This is my first year	__3-4 yrs	__Over 6 yrs
__1-2 yrs	__5-6 yrs	

4. How much specialized LRE training have you received?

__None	__2-3 days	__Graduate course
__Less than 1 day	__More than 3 days	__Institute
__1 day	__Inservice	

5. How did you first learn about LRE?

__Another teacher	__LRE national organization
__Workshop/seminar/conference	__Journal article
__An administrator	__Other _____
__LRE state organization	_____

6. How many other teachers in your building teach LRE?

In your department:	__None	__1-2	__3-4	__5 or more
In other departments:	__None	__1-2	__3-4	__5 or more

7. What LRE instructional materials are you using?

__Materials developed by teachers
__Materials developed by state projects or state educational agencies
__Materials developed by resource persons/agencies
__Materials developed by national projects/publishers

8. In the past year, have you been involved with LRE in any way other than your classroom teaching?

	Yes	No, but want to in future	No, and prefer not to
As a consultant to other schools	__	__	__
As a trainer in workshops	__	__	__
As a participant in district seminars	__	__	__
As a developer of materials (for use by self or others)	__	__	__
As a participant in national competitions	__	__	__

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9. How would you rate the impact of LRE in your classroom in each of the following areas?

	Very Unfavorable				Very Favorable
a. Student interest in the course	1	2	3	4	5
b. Student interest in social/legal and public issues	1	2	3	4	5
c. Student critical thinking/ reasoning skill development	1	2	3	4	5
d. Student class attendance	1	2	3	4	5
e. Student behavior	1	2	3	4	5
f. Student class participation	1	2	3	4	5
g. Parents' or other community members' support, participation	1	2	3	4	5

10. How often do you include each of the following in your LRE instruction?

	Seldom to Never	Sometimes	Regularly
Case studies	___	___	___
Small group activities	___	___	___
Mock trials	___	___	___
Debates	___	___	___
Police ride-alongs	___	___	___
Role play	___	___	___
Field trips	___	___	___
Simulations	___	___	___
Classroom resource persons:	___	___	___
Police officers	___	___	___
Judges	___	___	___
Lawyers	___	___	___
Probation officers	___	___	___
Law students	___	___	___

11. If you use resource persons, how much time on the average is spent preparing each before his/her first classroom appearance?

___Less than 1 hr __1-2 hrs __3-4 hrs __Over 4 hrs

12. Please comment on the way administrators and other teachers view LRE in your school.

	Not true of my situation				Very true of my situation
a. Building administrators have advocated LRE to other teachers, parents, and community people	1	2	3	4	5
b. My principal has attended LRE training or read LRE materials	1	2	3	4	5
c. Other teachers here would be interested in teaching LRE	1	2	3	4	5
d. My principal supports LRE by allocating money for materials and training.	1	2	3	4	5
e. My principal has helped get LRE accepted in the curriculum	1	2	3	4	5

		Not true of my situation				Very true of my situation
f.	Other teachers here give me materials they think I could use for LRE.	1	2	3	4	5
g.	When preparing for or teaching LRE, I'm pretty much on my own.	1	2	3	4	5
h.	Other teachers feel teaching about the law is important.	1	2	3	4	5

13. Are you aware of research findings regarding LRE instruction?

___No ___Yes Please identify:_____

14. Do you want access to LRE lesson plans developed by other teachers?

___Yes ___No

15. Do you have a self developed LRE lesson plan to share with other teachers?

___Yes ___No

16. To what extent do you see a need for teachers to receive the following?

	No Need				Strong Need
a. Opportunities to develop materials	1	2	3	4	5
b. Preservice LRE course	1	2	3	4	5
c. Graduate level LRE course	1	2	3	4	5
d. In-service LRE training	1	2	3	4	5
e. LRE research results	1	2	3	4	5
f. Better access to LRE materials	1	2	3	4	5
g. Access to financial resources for LRE	1	2	3	4	5
h. Access to LRE research time	1	2	3	4	5

	Not very important				Very important
17. How important is LRE?	1	2	3	4	5

18. Is LRE a duplication of some course already offered?

___No ___Yes Please specify which one_____

19. Thinking of all the aspects of LRE covered in this survey and any others which come to mind, if you could make just one change to improve LRE at your school, what would that change be? _____
_____
_____

APPENDIX B: SUMMARY OF RESPONSES TO NATIONAL LAW-RELATED EDUCATION TEACHERS' SURVEY

Total number of surveys returned: 1284

1. Identify the ways you are implementing LRE in classes you teach.

545	Required course(s)
424	Elective course(s)
486	Integrated use in other course(s) or units
148	Check if self-contained class, or specify course(s)
446	Social Studies
357	U.S. Government
357	U.S. History
162	Civics
94	Business Law
37	Math
120	Language Arts/Reading
42	Science
16	Physical Education
23	Special Education/Second Language
169	Other

2. About how many students have received 10 or more hours of LRE instruction from you in the past year?

208	Under 20	125	75-100
294	20-50	152	100-125
147	50-75	290	over 125

3. How long have you taught LRE?

168	This is my first year.	121	5-6 yrs
170	1-2 yrs	529	Over 6 yrs
195	3-4 yrs		

4. How much specialized LRE training have you received?

292	None	301	More than 3 days
48	Less than 1 day	305	Graduate course
70	1 day	356	Institute
106	2-3 days	399	In-service

5. How did you first learn about LRE?

235	Another teacher	158	State LRE organization
485	Workshop/seminar/ conference	19	National LRE organiz.
		52	Journal article
98	An administrator	0	Other

6. How may other teachers in your building teach LRE? In your department?

IN YOUR DEPARTMENT:		IN OTHER DEPARTMENTS:	
439	None	431	None
454	1-2	279	1-2
165	3-4	53	3-4
109	5 or more	43	5 or more

7. What LRE instructional materials are you using?

812	Materials developed by teachers
656	Materials developed by state projects or educational agencies
457	Materials developed by resource persons/agencies
651	Materials developed by national projects/publishers

8. In the past year have you been involved with LRE in any way other than your classroom teaching?

	Yes	No, but want to in future	No, and prefer not to
As a consultant to other schools	117	341	424
As a trainer in workshops	188	316	427
As a participant in district seminars	363	431	236
As a developer of materials	406	325	275
As a participant in nat'l competitions	160	289	417

9. How would you rate the impact of LRE in your classroom in each of the following areas?

	Very Unfavorable 1	2	3	4	Very Favorable 5
a. Student interest in the course	34	28	163	494	461
b. Student interest in social/legal & public issues	31	34	155	520	451
c. Student critical thinking	23	56	297	528	281
d. Student class attendance	27	30	239	483	348
e. Student behavior	31	36	206	523	372
f. Student class participation	32	32	139	533	452
g. Parents and community support	49	90	434	298	204

10. How often do you include each of the following in your LRE instruction?

	Seldom	Sometimes	Regularly
Case studies	154	486	484
Small group activities	96	531	512
Mock Trials	358	461	276
Debates	346	523	198
Police ride-alongs	860	78	36
Role Play	241	569	284
Field Trips	390	489	192
Simulations	230	598	237
Classroom resource persons (any)	115	280	197
- Police officers	286	487	271
- Judges	463	346	157
- Lawyers	280	518	259
- Probation officers	538	283	107
- Law Students	672	142	56

11. If you use resource persons, how much time (on average) is spent preparing him/her before the first classroom experience?

568	Less than 1 hour
343	1-2 hours
37	3-4 hours
36	Over 4 hours

12. Please comment on the way administrators and other teachers view LRE in your school.

	Not true of my situation 1	2	3	4	Very true of my situation 5
a. Building administrators have advocated LRE to other teachers, parents and community people.	375	177	296	189	119
b. My principal has attended LRE training or read LRE materials.	617	159	167	72	66
c. Other teachers here would be interested in teaching LRE.	139	198	425	283	90
d. My principal supports LRE by allocating money for materials or training.	385	151	238	207	152
e. My principal has helped get LRE accepted in the curriculum.	434	147	253	148	124
f. Other teachers here give me materials they think I can use for LRE.	376	187	275	240	94
g. When preparing for or teaching LRE, I'm pretty much on my own.	57	74	148	343	572
h. Other teachers feel teaching about the law is important.	40	62	431	409	217

13. Are you aware of research findings regarding LRE instruction?

1020 No 264 Yes

14. Do you want access to LRE lesson plans developed by other teachers?

36 No 1188 Yes

15. Do you have a self-developed LRE lesson plan to share with other teachers?

863 No 421 Yes

16. To what extent do you see a need for teachers to receive the following?

	No Need 1	2	3	4	Strong Need 5
a. Opportunities to develop materials	11	48	252	430	462
b. Preservice LRE course	15	46	251	439	445
c. Graduate-level LRE course	41	104	320	341	381
d. In-service LRE training	13	29	191	452	528
e. LRE research results	21	73	332	413	348
f. Better access to LRE materials	9	21	167	420	593
g. Access to financial resources for LRE	14	23	174	360	624
h. Access to LRE release time	25	39	216	331	576

17. How important is LRE?

Not Very Important 1	2	3	4	Very Important 5
6	6	85	387	741

18. Is LRE a duplication of some course already offered?

1113 No 117 Yes

Grade levels of survey respondents:

K-4	152	11.8%
5-8	442	34.4%
9-12	690	53.8%

APPENDIX C: NATIONAL LAW-RELATED EDUCATION SURVEY FORM -- ADMINISTRATORS

School _____ Grade Levels_____ District _____
State _____
Name of Person Completing This Form _____
Title _____ Telephone _____
School Address_____ Zip _____
Total Current School Enrollment_____Total District Enrollment ___
Estimated District Ethnic Breakdown
___% Asian ___% Black ___% Hispanic ___% Native American
___% White ___% Others

Law-Related Education (LRE) generally involves teaching students about practical and conceptual aspects of the law. It may be offered as a separate unit or course (such as Youth and the Law, Street Law, or Consumer Law), lessons integrated into related subject areas (such as Civics or History), or consist only of one or a few special events (such as an occasional guest speaker or field trip, celebration of Law Day, or mock trial competition).

DIRECTIONS: PLEASE RESPOND BY MARKING X or CIRCLING THE APPROPRIATE ANSWERS, OR MARKING O IF YOU DO NOT KNOW.

1. Is any form of law-related education offered in your school?
   Yes No (If "No," skip to Question #14)

2. Identify the ways that LRE is implemented at your school:

Alternate Approaches	Check if Used	Grade Levels	Approximate # Class Hours
Required Course(s)	___	_____	_____
Elective Course(s)	___	_____	_____
Integrated use in other course(s)	___	_____	_____

3. What LRE instructional materials are used in your school?

   ___ Materials developed by teachers
   ___ Materials developed by state projects
   ___ Materials developed by resource persons/agencies
   ___ Materials developed by national projects/publishers
   ___ Other, please specify:_____

4. Which of the following are regularly included in the law-related education offered at your school? Mark as many as apply.

	Not Regularly Used				Very Regularly Used
Mock Trials	1	2	3	4	5
Field Trips (court, jail, etc.)	1	2	3	4	5
Law Enforcement Officers (classroom resource persons)	1	2	3	4	5
Judges (classroom resource persons)	1	2	3	4	5
Lawyers or Law Students (classroom resource persons)	1	2	3	4	5
Other resource persons	1	2	3	4	5

5. As a result of having taught law-related education classes, have teachers increased *their* use of any of the following teaching strategies?

	Not Increased Use At All				Greatly Increased Use
Cooperative team learning (e.g., Johnson or Slavin model)	1	2	3	4	5
Mastery strategies (e.g., stated learning objectives, checking for understanding)	1	2	3	4	5
Proactive classroom management	1	2	3	4	5
Use of interactive classroom strategies, i.e., role plays, mock trials, or simulations	1	2	3	4	5
Examination of controversial issues	1	2	3	4	5

6. How would you rate the impact of law-related education in your school in each of the following areas?

	Very Unfavorable				Very Favorable
a. Student interest in the course	1	2	3	4	5
b. Student interest in social/legal and public issues	1	2	3	4	5
c. Student class attendance	1	2	3	4	5
d. Student behavior	1	2	3	4	5
e. Parents' or other community members' support, participation	1	2	3	4	5

7. How many teachers in your building are teaching some form of law-related education?

___ None ___ 1-2 ___ 3-4 ___ 5 or more

8. Where does your building financial/in-kind support for LRE come from?

	Not Substantial					Very Substantial
School district	0	1	2	3	4	5
State government	0	1	2	3	4	5
State LRE project	0	1	2	3	4	5
National government	0	1	2	3	4	5
National LRE projects	0	1	2	3	4	5
Professional groups	0	1	2	3	4	5

9. Identify the types of LRE financial support your building receives.

___ Training for teachers or administrators
___ Teacher release time costs
___ Materials purchases
___ One-time start-up costs (curriculum development, etc.)
___ Ongoing expenses (field trips, etc.)
___ Other

Please provide the name and address of a teacher giving law-related instruction in your building or district and one who is not.

	Does	Does Not
Name	_____	_____
Address	_____	_____

APPENDIX D: SUMMARY OF RESPONSES TO NATIONAL LAW-RELATED EDUCATION SURVEY -- ADMINISTRATORS

Total Responses: 550

1. Is any form of law-related education offered in your school?

   342 Yes 208 No

2. Identify the ways that LRE is implemented at your school:

Alternate Approaches	Check if Used	Grade Levels	Approximate # Class Hours
Required Course(s)	___	_____	_____
Elective Course(s)	___	_____	_____
Integrated use in other course(s)	___	_____	_____

3. What LRE instructional materials are used in your school?

292	Materials developed by teachers
140	Materials developed by state projects
183	Materials developed by resource persons/agencies
194	Materials developed by national projects/publishers
54	Other

4. Which of the following are regularly included in the law-related education offered at your school?

	Not Regularly Used				Very Regularly Used
	1	2	3	4	5
Mock Trials	82	85	65	40	35
Field Trips (court, jail, etc.)	54	71	104	55	41
Law Enforcement Officers (classroom resource persons)	27	68	115	68	49
Judges (classroom resource persons)	130	95	53	20	12
Lawyers or Law Students (classroom resource persons)	71	91	78	49	34
Other resource persons	47	81	96	63	23

5. As a result of having taught law-related education classes, have teachers increased **their** use of any of the following teaching strategies?

	Not Increased Use At All				Greatly Increased Use
	1	2	3	4	5
Cooperative team learning (e.g., Johnson or Slavin model)	171	59	56	16	7
Mastery strategies (e.g., stated learning objectives, checking for understanding)	69	60	104	63	24
Proactive classroom management	73	61	104	45	63
Use of interactive classroom strategies, i.e. role plays, mock trials, simulations	39	62	100	75	41
Examination of controversial issues	26	26	113	100	55

6. How would you rate the impact of law-related education in your school in each of the following areas?

	Very Unfavorable 1	2	3	4	Very Favorable 5
a. Student interest in the course	5	12	125	142	44
b. Student interest in social/legal & public issues	3	13	115	164	39
c. Student class attendance	7	7	109	133	62
d. Student behavior	6	8	118	125	64
e. Parents' or other community members' support, participation	9	39	137	108	26

7. How many teachers in your building are teaching some form of law-related education?

5	None
152	1-2
109	3-4
69	5 or more

8. Where does your building financial/in-kind support for LRE come from?

	Not Substantial 0	1	2	3	4	Very Substantial 5
School district	34	23	38	79	65	78
State government	99	36	35	52	21	14
State LRE project	153	33	33	15	6	5
National government	159	41	41	6	2	1
National LRE projects	170	34	34	10	2	2
Professional groups	139	35	23	21	10	5

9. Identify the types of LRE financial support your building receives:

77	Training for teachers or administrators
91	Teacher release time costs
219	Materials purchases
78	One-time start-up costs (curriculum development, etc.)
183	Ongoing expenses (field trips, etc.)
26	Other

APPENDIX E: STATE CONTACTS

Below is a list of people who can direct you to LRE programs and resources in their states. Most of the names and addresses on this list were compiled by the American Bar Association's Special Committee on Youth Education for Citizenship. For a more complete listing of LRE projects, contact the ABA Special Committee on Youth Education for Citizenship, 541 N. Fairbanks Court, Chicago, IL 60611-3314, (312) 988-5735.

Alabama
Janice Loomis, Alabama Center for Law and Civic Education, Cumberland School of Law, 800 Lake Shore Drive, Birmingham, AL 35229, 205/870-2433 or 1/800/888-7301, FAX 205/870-2673

Alaska
Marjorie Gorsuch Menzi, State Department of Education, 801 West 10th Street, P.O. Box F, Juneau, AK 99811-0500, 907/465-2887, FAX 907/463-5279

Arizona
Lynda Rando, Arizona Center for LRE, Arizona Bar Foundation, 363 North 1st Avenue, Phoenix, AZ 85003 602/252-4804, FAX 602/271-4930

Arkansas
Eric Weiland, Executive Director, Learning Law in Arkansas, Inc., Box 521, 209 West Capitol, Suite 316, Little Rock, AR 72201, 501/372-0571

California
Todd Clark, Executive Director, Constitutional Rights Foundation, 601 S. Kingsley DR, Los Angeles, CA 90005, 213/487-5590, FAX 213/386-0459

Joseph Maloney, Executive Director, and Joyce Maskin, Associate Director, Citizenship and LRE Center, 9738 Lincoln Village Drive #20, Sacramento, CA 95827, 916/366-4389, FAX 916/366-4376

Charles Quigley, Executive Director, Jack Hoar, Director of Justice Education Programs, Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302, 818/591-9321 or 800/350-4223, FAX 818/591-9330

Colorado
James Giese, Executive Director, Social Science Education Consortium, 3300 Mitchell, Suite 240, Boulder, CO 80301-2272, 303/492-8154, FAX 303/449-3925

Gayle Mertz, Safeguard LRE Program, P.O. Box 47, Boulder CO 80306, 303/441-3805

Barbara Miller, Colorado Legal Education Project, 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272, 303/492-8154, FAX 303/449-3925

Connecticut
Denise Wright Merrill, Executive Director, Connecticut Consortium for LRE, 110 Sherman St., Hartford, CT 06105, 203/566-3780, FAX 203/523-5536

Delaware
Lewis E. Huffman, State Supervisor of Social Studies, Delaware Department of Education, Townsend Bldg., P.O. Box 1402, Dover, DE 19903, 302/734-4888, FAX 302/739-3092

Duane Werb, Director, Street Law Project, Delaware Law School, 300 Delaware Avenue, P.O. Box 25046, Wilmington, DE 19899, 302/652-1133, FAX 302/652-1111

District of Columbia
Lee Arbetman, Associate Director, National Institute for Citizen Education in the Law, 711 G Street, SE, Washington, DC 20003, 202/546-6644, FAX 202/546-6649

Jim Buchanan, Program Director, District of Columbia Center for Citizen Education in the Law, 711 G Street, SE, Washington, DC 20003, 202/546-6644, FAX 202/546-6649

Florida
Annette Pitts, The Florida LRE Association, 325 John Knox Rd., Building E, Suite 104E, Tallahassee, FL 32303, 904/386-8223, FAX 904/386-8292

Georgia
Ann Blum, Carl Vinson Institute of Government, The University of Georgia, Terrell Hall, 201 N. Milledge Ave., Athens, GA 30605, 404/542-6223, FAX 404/542-9301

Hawaii
Sharon Kaohi, Program Specialist-Social Studies, State Department of Education, 189 Lunalilo Home Road, 2nd Floor, Honolulu, HI 96825, 808/396-2543, FAX 808/548-5390

Idaho
Joan Thompson, LRE Director, 870 S. Fisher, Blackfoot ID 83221, 208/785-881(

Dana Wi[illegible]therby, LRE Coordinator, Idaho Law Foundation, P. O. Box 895, Boise, ID 83701, 208/342-8958, FAX 208/342-3799

Illinois
Charlotte Anderson, President, Education for Global Involvement, 721 Foster, #1E, Evanston IL 60201, 708/328-1908

Jody Gleason, State Project Director, Illinois Law-Related Education Project, 407 S. Dearborn Ste. 1700, Chicago IL 60605, 312/663-9057, FAX 312/663-4321

Mabel McKinney-Browning, Staff Director, Special Committee on Youth Education for Citizenship, American Bar Association, 541 N. Fairbanks Court, Chicago, IL 60611-3314, 312/988-5735, FAX 312/988-5032

Carolyn Pereira, Executive Director, Steven Klein, State Project Director, Constitutional Rights Foundation Chicago, 407 S Dearborn, Suite 1700, Chicago, IL

60605, 312/663-9057, FAX 312/663-4321

Donna Schechter, Assistant Staff Liaison, Committee on Law-Related Education for the Public, Illinois State Bar Association, 424 South Second Street, Springfield, IL 62701, 217/525-1760 or 800/252-8908 (inside Illinois), FAX 217/524-0712

Indiana
Robert Leming, LRE Coordinator, Indiana Center for LRE, 2805 E 10th Street, Suite 120, Bloomington, IN 47405, 812/855-0467, FAX 812/855-7901

Iowa
Timothy Buzzell, Director, Center for LRE, Drake University Law School, Des Moines, IA 50311-4505, 515/277-2124

Kansas
Patti Slider, Kansas Bar Association, P.O. Box 1037, Topeka KS 66601, 913/234-5696, FAX 913/234-3813

Kentucky
Bruce Bonar, Acting Director, Motel Laboratory, Eastern Kentucky University, Richmond, KY 40475, 606/622-1032

Louisiana
Catherine Clarke, Professor of Law, Loyola University, 7214 St. Charles Ave., Box 901, New Orleans, LA 70118, 504/861-5675, FAX 504/861-5895

Wanda Anderson Tate, 1 Galleria Boulevard #1704, Metarie, LA 70001, 504/836-6666, FAX 504/836-6698

Maine
Virgina Wilder Cross, Public Affairs Director, Maine State Bar Association, 124 State Street, Augusta, ME 04332, 207/622-7523, FAX 207/787-2257

Theresa Bryant, Director, Maine Law-Related Education Program, University of Maine School of Law, 246 Deering Avenue, Portland, ME 04102, 207/780-4159, FAX 207/780-4913

Maryland
Rick Miller, Director, Citizenship/LRE Program for Maryland Schools, UMBC/MP 007, 5401 Wilkens Ave., Baltimore, MD 21228, 301/455-3239

Jack C. Hanna, Director, Phi Alpha Delta Public Service Center, 7315 Wisconsin Avenue, Suite 325E, Bethesda, MD 20814, 301/961-8985, FAX 301/961-8801

Massachusetts
Nancy J. Kaufer, LRE Director, Massachusetts Bar Association, 20 West Street, Boston, MA 02111, 617/542-3602, FAX 617/426-4344

Nancy Murray, Bill of Rights Education Project, Civil Liberties Union of Mass., 19 Temple PL, Boston MA 02111, 617/482-3170

Nancy Waggoner, Massachusetts Supreme Court, Public Information Office,

Room 218, Old Court House, Boston, MA 02108, 617/725-8524, FAX 617/742-1807

Michigan
Linda Start, Director, Michigan Law-Related Education Project, Oakland Schools, 2100 Pontiac Lake Road, Waterford, MI 48328, 313/858-1947, FAX 313/858-1881

Minnesota
Jennifer Bloom, Director, Minnesota Center for Community Legal Education, Hamline University School of Law, 1536 Hewitt Ave., St Paul, MN 55104, 612/641-2411, FAX 612/641-2435

Mississippi
Melanie Henry, Program Director, Lynette Hoyt-McBrayer, Mississippi State Bar, 643 N State Street, P.O. Box 2168, Jackson, MS 39225, 601/948-4471, FAX 601/355-8635

Linda Kay, Social Studies Specialist, Mississippi State Department of Education, 604 Walter Sillers Bldg, 550 High Street, Jackson, MS 39205-0771, 601/359-3791, FAX 601/352-7436

Missouri
Christopher C. Janku, LRE Field Director, The Missouri Bar, 326 Monroe Street, Jefferson City, MO 65102, 314/635-4128, FAX 314/635-2811

Linda Riekes, Director, St Louis Public Schools Law and Citizenship Education Unit, 5183 Raymond, St Louis, MO 63113, 314/361-5500, ext. 261, FAX 314/361-3589

Montana
Michael Hill, Office of Public Instruction, State Capitol, Helena, MT 59620, 406/444-3924, FAX 406/444-3924

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